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ABSTRACT

In the spring of 1995, the New Hampshire Task Force on Trustee and Librarian Education was formed and charged with: (1) documenting the current state of librarian and trustee education in the state; (2) determining the educational needs of each group; and (3) making recommendations to the State Librarian regarding educational requirements, means to meet the educational needs, and roles and responsibilities for the New Hampshire State Library, state library associations, educational institutions, and other government agencies and policymakers. The task force developed two survey instruments--one for librarians and support staff and one for trustees--to assess current education levels for educational needs. This report presents results related to: certification for public, school, and academic librarians; current course offerings; continuing education for librarians; redefining library education; core competencies for librarians; continuing education for trustees; and core competencies for trustees. Appendices include: task force membership; the library employee/volunteer survey; the trustee survey; list of educational opportunities; portfolio documentation form; list of state and regional associations; American Library Association competencies for young adult and children's librarians, and a bibliography of resources consulted. (MES)

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Preparing New Hampshire's Librarians and Trustees For the 21st Century

A Report of the
New Hampshire Task Force on
Trustee and Librarian Education

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Preparing New Hampshire's Librarians and Trustees for the 21st Century:

A Report of the New Hampshire Task Force on Librarian and Trustee Education

Edited by Peggie Partello

New Hampshire State Library
20 Park Street
Concord, NH 03301
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Executive Summary

New Hampshire's libraries play a vital role in creating lifelong learners and in supporting the state's schools, businesses, and government agencies. The library environment has been dramatically altered in the past two decades and will continue to experience rapid and substantive change. Computing and telecommunications technologies have forever recast the way in which services are delivered and have undeniably raised clients' expectations of library services. In addition, a growing complexity of laws and regulations is placing new and greater demands on librarians, staff, and trustees. It is crucial that those who work in libraries continue to enhance their skills and be prepared to adapt to this ever-changing technological landscape. Librarians, support staff, and public library trustees will need a wide range of skills to meet the information needs of New Hampshire citizens, to manage the libraries of tomorrow, and to successfully market library services.

In the spring of 1995, State Librarian Kendall F. Wiggin formed the New Hampshire Task Force on Trustee and Librarian Education to address these needs. The Task Force, comprised of librarians, trustees, and school media specialists, was charged with:

- documenting the current state of librarian and trustee education in the state,
- determining the educational needs of each group, and
- making recommendations to the State Librarian regarding:
    - educational requirements,
    - means to meet the educational needs, and
    - roles and responsibilities for the New Hampshire State Library (NHSL), state library associations, educational institutions, and other government agencies and policy makers.

Statewide Survey Conducted

The Task Force developed two survey instruments—one for librarians and support staff and one for trustees—to assess current education levels for educational needs. Surveys were distributed to libraries with a request that all staff members, including support staff and volunteers, complete the survey. The trustee survey was distributed to all public library trustees. In all, 722 librarian surveys and 286 trustee surveys were tallied.

Certification

The Task Force found that there is confusion among public librarians over terminology. Many people assume wrongly that because they have completed the certificate program offered through

the College for Lifelong Learning (CLL) that they are "certified." Yet the only certification program in New Hampshire is for professional school library media personnel. In exploring the implications of public librarian certification/accreditation, the Task Force found that the accreditation/certification of public librarians is deserving of much greater study but probably would not result in any immediate benefit to the public librarians in the state.

Continuing Education

Librarian education and continuing education requirements around the nation are as varied as the states themselves. The Task Force examined the availability of continuing education opportunities throughout New Hampshire, the difficulty of monitoring and assigning values to opportunities, and incentives to continuing education. Among its recommendations are:

- the adoption of contact hours for public librarians, tied to a continuing education requirement in the Public Library Standards.
- the development of courses and other training opportunities appropriate for public librarians, school library media personnel, academic librarians, and librarians in other types of libraries.
- formal adoption of the portfolio approach to continuing education, in which individuals document educational events which they have attended.

While fully understanding that trustees are elected officials, the Task Force nevertheless recommends the establishment of a continuing education requirement for library boards as a whole, and strongly urges individual trustees to pursue continuing education opportunities.

Refining Library Education

The Task Force explored the issue of the relevancy of the Library Techniques (LT) program and found that, while this program was initially designed to raise the level of expertise of those managing public libraries in New Hampshire, the need and purpose have changed. The requirement in the Standards that the library director complete the LT program is placing a burden on many small libraries. It is the opinion of the Task Force that the courses offered under the current program are of high quality and are, for the most part, taught at the Master's level. Their completion, however, does not result in credits that can be applied to the Master's degree and the graduate is neither certified nor a degreed librarian. The Task Force found that many library administrators are looking for courses and training opportunities which can be attended by librarians and support staff. The LT program is the only opportunity that is currently available. In short, the Task Force found that the current program has gone beyond its original intent and has led to confusion about the mission of the program as it is currently defined.
The Task Force recommends:

- phasing out the LT program and replacing it with Library Education modules based on a paper developed for the Task Force by Thomas Ladd, NHSL Consultant. The courses in the Library Education modules should be separate from any educational institution and the courses should be affordable, timely, and New Hampshire-specific where appropriate.
- eliminating the requirement from the Standards.

While trustees are encouraged to educate themselves about libraries, there are no course offerings designed specifically for trustees. The Task Force recommends that:

- a continuing education requirement for library boards be added to the Standards, and that
- opportunities be investigated for developing trustee education programs through the University of New Hampshire (UNH) and other academic institutions that already have courses in the management of not-for-profit organizations.

Recommendation

The group spent a great deal of time discussing the recommendation regarding the continuing education requirement. The new recommendation is as follows:

- Director:
  - level one—thirty contact hours per three years;
  - level two—sixty contact hours per three years;
  - level three—ninety contact hours per three years.

- All other employees (with the exception of maintenance/janitorial employees) who work at least six hours per week:
  - level one—twenty contact hours per three years;
  - level two—forty contact hours per three years;
  - level three—sixty contact hours per three years.

- At all levels a public library should provide an in-service training program for all volunteers and every employee working less than six hours.

Core Competencies for Librarians and Trustees

Adopting an appropriate method of measurement will allow all librarians and trustees to judge their individual needs for continuing education. To accomplish this, the Task Force recommends that NHSL and the state library associations adopt a set of core competencies for librarians and trustees. These can be used by NHSL in designing continuing education activities; by academic institutions to develop curricula; and by library administrators and trustees to develop position descriptions, help

in recruiting, and to sensitize budget officials to the needs of the library. It is further recommended that the library associations develop or adapt specific sets of competencies for areas of specialization.

Conclusion

The continuing education of New Hampshire's librarians, library staff, and trustees is essential if the citizens and students of the State are to be well served by their public, school, academic, and special libraries, and if these libraries are to remain a vital part of their communities. To meet this need there must be affordable and easy access to a wide range of continuing education programs. The state library associations and NHSL must work together to meet these needs. The library community needs to adopt well-defined competencies or knowledge areas for librarians and trustees. Incentives are needed for trustees and librarians to avail themselves of continuing education opportunities. In addition, library trustees should set an example for other elected officials by actively supporting and seeking continuing education for themselves and their library employees.

INTRODUCTION

New Hampshire's libraries play a vital role in creating lifelong learners and in supporting the State's schools, businesses, and government agencies. It is crucial that those who work in libraries continue to enhance their skills and be prepared to adapt to an ever-changing technological landscape. It is self-evident that librarians, support staff, and public library trustees will need a wide range of skills to meet the information needs of New Hampshire citizens, to manage the libraries of tomorrow and to successfully market library services.

To address these needs, in the spring of 1995, State Librarian Kendall F. Wiggin formed the New Hampshire Task Force on Trustee and Librarian Education, hereinafter referred to simply as the Task Force, comprised of librarians, trustees, and school media specialists. Mr. Wiggin stated that it was unclear whether or not those hired to work in libraries and those elected to library boards, indeed, even those currently employed, possessed the requisite skills that will enable them to adapt to the changing library environment. It was also not clear that the educational opportunities available in-state were appropriate and reaching the desired population. While programs such as the Library Techniques (LT) program may provide adequate educational opportunities to some, the cost has been prohibitive for many small libraries. New Hampshire has neither a certification program nor a continuing education requirement for librarians. The curriculum needs to be reexamined and updated to reflect current practice. Also, methods for the delivery of educational programming are changing.

The Task Force was charged with:

- documenting the current state of librarian and trustee education in the state,
- determining the educational needs of each group, and
- making recommendations to the State Librarian regarding:
- educational requirements,
- means to meet the educational needs, and
- roles and responsibilities for the New Hampshire State Library (NHSL),
- state library associations, educational institutions, and other government agencies and policy makers.

Task Force Membership

The Task Force was comprised of librarians from academic and public libraries, school media specialists, public library trustees, and consultants from NHSL's Library Development Services Section (see Appendix A).

Statement of Problem

Many of those employed as librarians and support staff in New Hampshire do not have the

appropriate skills to effectively manage libraries, meet client needs, and respond to the changing library environment. As elected officials, trustees do not need a background in librarianship to hold the position of trustee. And yet, because they handle complex and potentially sensitive library issues, it is imperative that they have a grasp of the principles of librarianship and how these principles are manifest in the day-to-day workings of a library.

The library environment has been dramatically altered in the past two decades and will continue to experience rapid and substantive change. Computing and telecommunications technologies have forever recast the way in which services are delivered and have undeniably raised clients' expectations of library services. In addition, a growing complexity of laws and regulations is placing new and greater demands on librarians, staff, and trustees.

The system of library education in New Hampshire has been in place for a number of years and needs revisiting. Heretofore, there has been little incentive for either librarians or trustees to avail themselves of continuing education. There have been no well-defined competencies or knowledge areas that librarians and trustees should strive to attain. For those self-starters who did wish to have a depth of knowledge about library management, educational opportunities have been limited. Other barriers to continuing education include high cost of programming, geographic availability, relevance of course work, the lack of work-related incentives, and time scarcity.

Project Scope and Objectives

The Task Force addressed the following questions:

- Do current course offerings meet the need?--types of courses currently offered through the LT program were examined, and whether they were given at convenient times and locations.
- Should the State require its public librarians to be certified/accredited?--the implications of such a requirement were examined, as well as whether or not Continuing Education Units (CEUS) should be associated with workshops and other training programs.
- Should public librarians and trustees be required to meet certain competencies and, if so, what competencies?--knowledge areas needed by librarians and trustees to accomplish their jobs were outlined.

The Task Force examined the roles of the library associations, NHSL, the University System of New Hampshire (USNH), and other agencies that fill the continuing education needs of the New Hampshire library community.

Statewide Survey Conducted

The Task Force developed two survey instruments--for librarians and support staff (see Appendix B), and for trustees (see Appendix C)--to assess current education levels and educational needs.

Surveys were distributed to libraries with a request that all staff members, including librarians, support staff and volunteers, complete the survey. The trustee survey was distributed to all public library trustees. The Task Force tallied 722 staff surveys and 286 trustee surveys.

There were a few recurring themes. Respondents cited three factors that affected whether or not they attended training sessions or courses: location, cost, and taking time away from work. There was concern over low salaries. Most respondents believed that if certification is required for public librarians, there should be an assurance that higher salaries will be paid. The greatest number of people desiring continuing education were looking for graduate and postgraduate courses in information science.

The trustee surveys indicated that some trustees attend library-related workshops at least once a year but many only sometimes or not at all. Lack of time, location, and time of day workshops were offered, were the most common reasons for not pursuing continuing education opportunities.

Certification--Public Librarians

There is confusion among public librarians over terminology. Many people assume wrongly that because they have completed the certificate program offered through the College for Lifelong Learning (CLL) that they are "certified." Yet there is no certification or accreditation program in New Hampshire for public librarians. There also seemed to be a link in people's minds between a certificate program and the level of pay they might expect to receive. The expectation seems to be that if New Hampshire had such a program it would ensure a higher level of pay for certified librarians or at least they could demand higher pay. It is not clear that the one necessarily follows the other. There is also the question of how such a program would be implemented and how it would be administered. In New Hampshire, such programs are established by the legislature and a board is charged with the administration of the program. They are self-funded through application and yearly certification fees.

After much discussion, it seemed clear that the accreditation/certification issue is deserving of much greater study but probably would not result in any immediate economic benefit to librarians in the state.

Certification--School Library Media Personnel

Requirements and competencies for professional library media personnel in the public schools are determined by New Hampshire State Administrative Rule 614.11, Library Media Generalist Certification Requirements, Competencies, and Program Specifications, and Administrative Rule 507.20, Media Supervisor. There are no certification requirements for library assistants.

The certification process for professional library media personnel is administered through the New

Hampshire Department of Education. The desired method of certification involves the procurement of a valid teaching certificate and the completion of a post-baccalaureate program in school library media services approved by the New Hampshire Department of Education as specified in Administrative Rule 502.01 and 502.02. At the present time, no such approved post-baccalaureate program is available in the state. Most successful candidates have already obtained a master's degree from another state.

Certification--Academic Librarians

Academic librarians must hold the M.L.S. or equivalent degree. There are no certification requirements for academic librarians.

Current Course Offerings

A list of educational opportunities available to New Hampshire librarians was developed (see Appendix D). On the surface, there appear to be many opportunities. However, it is clear that the factors expressed in the survey about high cost and inconvenient locations and times limit access to many of these programs. It appears that there is little coordination of the development of these programs and, furthermore, that there is not a concerted effort to advertise their availability.

Members of the Task Force suggested that the list be expanded to include cost and whether the courses can be taken for credit or not for credit, including any cost differential. The list may be grouped by course offerings and by type of degree program.

Another problem particularly associated with the library education courses being offered through USNH--formerly the Public Library Techniques (PLT) or Library Techniques (LT) courses--was the time needed by the administration to change course content or develop programs on timely topics.

Continuing Education--Librarians

Librarian education and continuing education requirements around the nation are as varied as the states themselves. The Task Force examined the educational programming available to New Hampshire libraries, the difficulty of monitoring and assigning values to opportunities, and incentives to continuing education. CEUs also raised many questions. Chief among these concerned the authority to grant them and transferability to other states. While CEUs are often used to give credit for continuing education activities, there are other options, chief among them, contact hours.

Several states use contact hours to recognize continuing education. They are also used to

indicate that a librarian has met a state-imposed requirement. Contact hours may be used in conjunction with a certificate program. Their transferability is not clear. However, the adoption by New Hampshire of a contact hour approach would make sense and could be tied to a continuing education requirement in the library standards.

Recommendations:

- It is not up to the Task Force to set minimum education requirements for any library position.
- Continuing education requirements should be linked to the Public Library Standards by whatever categories are assigned to libraries in the final standards (currently listed as Level 3, Level 2, and Level 1 libraries).
- Formal adoption of the portfolio approach to continuing education, in which individuals document educational events which they have attended. These portfolios must be available for review at the time a library is certified. Portfolios are portable and can be transferred from institution to institution as employees change jobs or if they work at more than one library.
- Recognize that continuing education opportunities arrive in many formats. Librarians need to be proactive in defining such opportunities for themselves and ensuring that their portfolios contain proper documentation. There are many examples of continuing education activities. Some of the most obvious include attending workshops and training sessions sponsored by NHSL, state, regional, and national library associations, vendors, and Coops. Other eligible activities include: organizing and teaching workshops, speaking at conferences, and publishing library-related articles and books. Standard forms should be used for recording information for the portfolios and must be signed by the presenter or organizer (see Appendix E).
- Establish a group to develop incentives and recognize individual compliance. The University of New Hampshire's (UNH) definition of contact hours--one hour in class equals one contact hour--may be applied to assign a contact hour value to the recorded continuing education opportunities in portfolios.
- The continuing education requirement for the three levels of public library certification are suggested as follows:
    a. Level 3--ninety contact-hours per three years per employee
    b. Level 2--sixty contact hours per three years per employee
    c. Level 1--thirty contact hours per three years per employee

  (In Level 3 and Level 2 libraries, employees working less than six hours per week may be exempt from fulfilling the requirement. Otherwise, the continuing education requirement will not be prorated).
- The arbiter of successful compliance shall be the Public Library Certification Board.

The Children's Librarians of New Hampshire (CHILIS) recommend that the state fund a full- or part-time youth services consultant through NHSL, responsible for coordinating continuing education programming for youth services in the state.

Redefining Library Education

The issue of the relevancy of the library education program was also explored. While this program was initially designed to raise the level of expertise of those managing public libraries in New Hampshire, the purpose has changed. It is clear that many libraries are still managed by non-degreed librarians, but more libraries are seeking advanced degrees as new library directors are hired. The requirement in the standards that the library director complete the LT program is placing a burden on many small libraries. It is the opinion of the Task Force that the courses offered under the current program are of high quality and are, for the most part, taught at the Master's level. Their completion, however, does not result in credits that can be applied to the Master's degree. The certificate that is issued is of little value outside the state. Many library administrators are looking for courses and training opportunities which can be attended by librarians and support staff. The library education program is the only opportunity that is currently available.

There also seems to be confusion regarding the status of a person who has completed the library education program. The graduate is neither certified nor a degreed librarian. Although the Task Force discussed alternative education models such as a Bachelor's degree program in library science, the consensus was that anyone wishing to become a degreed librarian should follow a traditional course of study. In short, the current program has gone beyond its original intent and has led to confusion about the mission of the program as it is currently defined.

In response to a request from the Task Force, Thomas Ladd, NHSL Consultant, developed a position paper for replacing the LT courses with Library Education modules.

In the position paper, Ladd included the following reasons for changing from the current library education program:

- Current high student costs--In Fall 1997, one course cost $455, plus lab fees where applicable, and books.
- Fewer enrollees need undergraduate credits than in the 1980s.
- The twelve-week format is too long for many, too restrictive for flexible scheduling, and too short for material formerly covered in 14 to 16 weeks.
- There is a difficulty recruiting and keeping instructors.
- Some courses are unavailable in some geographic areas.
- Sometimes scheduled courses are canceled due to lack of enrollment.
- Some courses are inappropriate for continuing education due to length or cost, and most courses need revision.

The adoption of a modular course system would result in the following benefits:

- Three- to five-week segments which allow flexibility in scheduling students, sites, and instructors.
- Course modules that can be used for continuing education, for specific training, or combined as full course replacements.

- Some modules may be acceptable as continuing education for Library Media Specialists or Generalists.
- Combining continuing education and novice training in modules helps to fill classes and make them financially viable, increases demand in a geographic area, broadens collegial contacts, and varies the experiences of class participants.
- There is a possibility of awarding credits if desired, via UNH and other colleges, and modules are easier to design and revise than full courses and are easier to coordinate with distance learning programs.

The adoption of a modular course system would result in the following disadvantages:

- A probable loss of further college credits for those currently enrolled in the library education program.
- New programs require a lengthy setup. Some factors include: establishing its administration, recruiting instructors, deciding appropriate payment, and scheduling modules.
- Courses would need to be completely redesigned.
- Coordination with continuing education programs would be labor-intensive.
- Those currently in the library education program would need to be transferred to the new program.
- The new program would have to comply with Public Library Standards.

Recommendations:

- Develop a Website on the NHSL home page for listing continuing education opportunities.
- Offer guidance for those wishing to pursue a traditional library education.
- Develop greater coordination between the various continuing education committees of the library associations (New Hampshire Library Association, New England Library Association, New Hampshire Library Trustees Association, New Hampshire Educational Media Association) as well as academic institutions in New Hampshire and the region (see Appendix F for a list of organizations).
- Explore various means for delivering basic and continuing education to librarians and support staff, including the establishment of partnerships with library schools involved in distance education.
- NHSL should monitor the trends and needs of the library community in the state.
- Phase out the library education program and drop the requirement from the Public Library Standards.
- NHSL should develop and institute library education modules separate from any educational institution. The courses should be affordable, timely, and New Hampshire-specific where appropriate.
- Recognize and cultivate the existing talent pool in libraries around the state, and encourage librarians and support staff to offer continuing education workshops.

Core Competencies--Librarians

Adopting an appropriate method of measurement will allow all librarians to judge their individual needs for continuing education. It is recommended that NHSL and state library associations and their sections, such as children's, reference, small libraries, urban libraries, and academic libraries, adopt the following set of core competencies which were developed by the Task Force. These can be used by NHSL in designing continuing education activities, by academic institutions to develop curricula, and by library administrators and trustees to develop position descriptions, help in recruiting, and sensitize budget officials to the needs of the library. It is recommended that the library associations develop specific sets of competencies for areas of specialization, e.g., children's librarian. It is further recommended that the library associations examine competency documents developed by national library organizations and adapt them for use in New Hampshire (see Appendices G and H).

A. Philosophies and Ethics

1. Understand the mission and roles of libraries.
2. Demonstrate knowledge of the legal and regulatory environment of the library, such as confidentiality of library records.
3. Demonstrate a knowledge and commitment to the ethics and values of the profession, such as those advocated by ALA, New England Library Association, and other professional associations as appropriate.
4. Understand the functions of librarianship: public services, technical services, administrative services, and technology.
5. Demonstrate the ability and commitment to stay updated with current developments in librarianship and technology.
6. Demonstrate willingness and ability to provide freedom of access, both physical and intellectual.
7. Demonstrate ability and willingness to cooperate with other institutions to enhance the sharing of both traditional library materials and electronic resources.

B. Personal Attributes

1. Demonstrate good interpersonal skills and ability to communicate effectively, both orally and in writing.
2. Demonstrate a service orientation.
3. Demonstrate ability to work independently and collaboratively.
4. Demonstrate flexibility and adaptability to a diverse population and a changing environment.
5. Engage in continuous self-evaluation and self-directed learning for professional growth.
6. Demonstrate creative problem-solving.
7. Demonstrate an awareness of historical and contemporary trends in the arts and sciences.

C. Administration

1. Understand the governance of the library and the environment (political, organizational and legal) in which it operates.
2. Demonstrate a knowledge of budgeting principles and statistical analysis with the ability to operate with standard accounting procedures.
3. Demonstrate the ability to plan effectively and to develop strategies to implement the library's mission and goals. Possess the ability to evaluate policies and procedures of the library (using such tools as annual reports and published standards) and to set appropriate direction.
4. Demonstrate the ability to plan for automation and new technologies.
5. Demonstrate the ability to write grant proposals and raise funds externally.
6. Understand and implement the principles of personnel management. Possess the ability to recruit, train, and evaluate staff and volunteers. Understand relevant state and federal laws pertaining to employment and personnel practices.
7. Demonstrate a knowledge of efficient space utilization and physical plant maintenance. Possess the ability to plan for capital improvement and to work in conjunction with appropriate agencies.
8. Demonstrate knowledge of the vendor markets from which libraries acquire materials, equipment, and services.
9. Demonstrate the ability to develop and implement public relations and marketing strategies.
10. Demonstrate the ability to provide training and continuing staff development.
11. Demonstrate good leadership ability.

D. Collection Management

1. Develop and implement a collection development policy which reflects the needs of the user population.
2. Develop criteria for evaluating, selecting, retaining and weeding print and non-print resources.
3. Demonstrate a basic knowledge of preservation and archival concepts and techniques.

E. Public Services

1. Have a basic understanding of the organization of materials.
2. Possess the ability to conduct appropriate and effective reference interviews.
3. Demonstrate a knowledge of reference sources, both print and non-print.
4. Possess the ability to provide effective reader's advisory and information and referral services.
5. Design search strategies for accessing information and presenting them appropriately for the needs of the patron,
6. Instruct patrons in the interpretation and evaluation of information.

F. Technical Services

1. Understand how patrons access information.
2. Adhere to accepted cataloging standards and classification schemes.
3. Establish and apply effective procedures for handling print and non-print materials.

G. Technology

1. Demonstrate a knowledge of basic computer operations including hardware and software.
2. Acquire a knowledge of telecommunications and networking environments.
3. Understand information technology trends.
4. Demonstrate a knowledge of the appropriate standards for various technologies.

Continuing Education-- Trustees

While trustees are encouraged to educate themselves about libraries, there are no course offerings designed specifically for trustees. The Task Force recommends that:

- A continuing education requirement for library boards be added to the public library standards.
- Opportunities be investigated for developing trustee education programs through UNH and other academic institutions that already have courses in the management of not-for-profit organizations.

Core Competencies--Trustees

The New Hampshire Library Trustees Association has made trustee education a priority and has conducted workshops throughout the State for years. Yet not all trustee boards avail themselves of these and other continuing education opportunities.

While fully understanding that trustees are elected officials, the Task Force nevertheless recommends the establishment of a continuing education requirement for library boards as a whole, and strongly urges individual trustees to pursue continuing education opportunities. Further, the Task Force developed the following set of competencies specifically designed for trustees:

A. Philosophies and Ethics

1. Understand the mission and role of public libraries.
2. Demonstrate knowledge of the legal and regulatory environment of the public library, e.g., RSA 201 -D: 11 (Confidentiality of Library User Records).
3. Demonstrate knowledge and commitment to the ethics and values of professional librarianship, such as those advocated by the American Library Association, American

Library Trustees Association, New Hampshire Library Trustees Association, New Hampshire Library Association, and other professional associations as appropriate.
4. Understand the functions of librarianship: public services, technical services, administrative services, and technology.
5. Demonstrate the ability and commitment to stay updated with current developments in New Hampshire Public Library Standards.
6. Demonstrate support for freedom of access, both physical and intellectual.
7. Demonstrate the ability and willingness to cooperate with other institutions to enhance the sharing of both traditional library materials and electronic resources.

B. Board Attributes

1. Demonstrate good interpersonal skills and ability to communicate effectively and diplomatically, both orally and in writing.
2. Demonstrate a public service orientation.
3. Demonstrate the ability to work collaboratively.
4. Through policymaking, demonstrate adaptability to a diverse population and a changing environment.
5. Demonstrate creative problem-solving.

C. Administration

1. Understand the governance of the public library and the environment (political, organizational, and legal) in which it operates.
2. Demonstrate a knowledge of budgeting process within the community and how to use statistics effectively.
3. Demonstrate the ability to plan effectively and to develop strategies to implement the public library's mission and goals.
4. Demonstrate the ability to evaluate policies and procedures of the public library (using such tools as annual reports and published standards) and to set appropriate direction.
5. Demonstrate the ability to plan for automation and new technologies.
6. Demonstrate the ability to raise funds externally when necessary.
7. Understand and implement the principles of personnel management.
8. Be able to recruit and evaluate the library director.
9. Understand relevant state and federal laws pertaining to employment and personnel practices.
10. Demonstrate a knowledge of physical plant maintenance and the ability to plan for capital improvement.
11. Demonstrate the ability to develop and implement public relations policies.
12. Provide support for training and continuing staff development.
13. Advocate for the public library in the community.

Conclusion

The continuing education of New Hampshire's librarians, library staff, and trustees is essential if the citizens and students of the state are to be well served by their public, school, academic, and special libraries, and if these libraries are to remain a vital part of their communities. To meet this need there must be affordable and easy access to a wide range of continuing education programs. The state's library associations and NHSL must work together to meet these needs. In addition, library trustees should set an example for other elected officials by actively supporting and seeking continuing education for themselves and their library employees.

Within six months of the date of this report, it is recommended that NHSL:

- Establish the position of Coordinator of Library Education. This person will:
    - Be responsible for developing a course of study,
    - Serve as liaison to the continuing education committees of the library associations and,
    - Begin discussions with the state's academic institutions about course offerings.
- Drop the requirement that librarians complete the LT program and replace it with a requirement that they complete a series of workshops/courses developed by NHSL,
- Develop a continuing education requirement for inclusion in the library standards,
- Develop a web page for continuing education, and
- Coordinate the distribution of material relating to appropriate courses.

In conjunction with the College for Lifelong Learning, it is recommended that NHSL:

- Develop a strategy for terminating the LT program.
- Convene representatives from interested academic institutions to:
    - explore the possibility of establishing an associate degree program for library technicians,
    - develop a guide to library courses, and
    - coordinate the distribution of material relating to appropriate courses.

APPENDIX A
Task Force Membership

Becky Albert
Special Projects Coordinator
N.H. State Library
20 Park St.
Concord, N.H. 03301-6314
(603) 271-3183
balbert@finch.nhsl.lib.nh.us

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N.H. State Library
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Lillian Edelmann
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Kay Klein
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180 County Rd.
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nhsl@ncia.net

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slnh@ncia.net

Peggie Partello
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credden@hampton.lib.nh.us

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Concord, N.H. 03301-6314

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Associate Librarian
Dimond Library
University of New Hampshire
Durham, N.H. 03824
(603) 862-1535

Kendall Wiggin
N.H. State Library
20 Park St.
Concord, N.H. 03301-6314

APPENDIX B
Library Employee/Volunteer Survey

NOTE: If you work in more than one library, please complete a separate survey for each job.

1. In what type of library are you currently working? (Please circle one)

public--549	elementary school--53	law—0
high school--64	academic--4	hospital--0
middle school--27	corporate--0	other (please specify)--25*

* State agency/school combination, elementary/middle, middle/high, elementary/middle/high

2. What is your title and/or job classification? *(See p.17)*

3. Please indicate the salary for your current job.
   a. If part-time (fewer than 30 hours) $_____per hour_____ hours per week
   b. If full-time (30 or more hours) [please circle the appropriate range]:

less than $10,000/yr.--15	20,001-25;000/yr. --50	40,001-50,000/yr.--28
10,001-15,000/yr.--29	25,001-30,000/yr.--31	50,001-60,000/yr.--3
15,001-20,000/yr.--42	30,001-40,000/yr.--50	over 60,000/yr.--0

4. a. How many years have you been employed in your current job?
   b. In what county is your job located? *(See p.18)*

5. How many years have you been employed in the library profession? *(See p.18-19)*

6. a. Have you been employed in the library profession outside New Hampshire? Yes--158
   b. Do you have any type of certification from another state?
   If yes, please describe--*(See p.19)*

7. What are your educational attainments? (Circle all that apply; for postsecondary degrees indicate what the degree is in).

High School Diploma--135	Associate's degree--47	GED--2
Bachelor's degree--180	PLT/LT Certificate--41	Master's degree--144
Doctoral degree--3		

8. Please list any other certificates and/or degrees you hold, and indicate the field--*(See p.20)*

9. In what year did you complete your highest degree?
   1990s--78
   1980s--89
   1970s--163
   1960s--104
   1950s--47

1940s--42
1930s--15

10. Are you currently working toward a degree or certificate? Yes--88
If yes, in what field?--*(See p.20-21)*

11. Have you taken a credit course related to your work in the past (circle one):
year—146 2 years—38 3 or more years-- 156

12. How often do you attend job-related workshops? (Please circle one):
3 or more times per year--237 twice per year--129 once per year--131
less than once per year--0 as required--1 occasionally--1
not at all--175

13. What impedes your continuing education? (Please circle all that apply):
cost of workshops/courses, etc. no incentive at work
lack of CE programs that meet your needs child care
time away from work location
lack of interest other (please specify)

14. Do you think additional CE opportunities should be available? (Circle Yes or No):
Yes--413

If yes, what subject areas do you think would be useful?--*(See p.21-22)*

15. Would you be interested in library-related courses at the (please circle):
Associate's level--74 Post-graduate level in-state--78
Bachelor's level--48 Distance learning opportunities--87
Graduate level in-state--152 In-service--0

16. a. Do you think there should be a formal certification program* for public librarians?
Yes--231 No--93 Not sure--400
*Not to be confused with the LT certificate or other certificate program

b. Do you think there should be a formal certificate program for librarians in other types of libraries?
Yes--202 No--59 Not sure--454

If yes, please specify which field--*(See p.22)*

Question #2: What is your title and/or job classification? (includes all types of libraries except schools)

Job Title	Number of Responses	Percentage
Library Assistant	85	14.6%
Volunteer	81	13.8%
Director	80	13.6%
Librarian	48	8.2%
Library Aide	42	7.1%
Assistant Librarian	41	7%
Children's Librarian	34	5.8%
Clerk	23	3.9%
Reference Librarian	18	3.1%
Department Head/Supervisor	16	2.7%
Circulation Librarian	16	2.7%
Media Generalist	16	2.7%
Page	13	2.2%
Substitute	10	1.7%
Assistant Director	9	1.5%
Library Technician	9	1.5%
Coordinator	5	.8%
Administrative Assistant/Secretary	5	.8%
Program Assistant	4	.6%
Media Specialist	4	.6%
School Librarian	3	.5%
Media Supervisor	3	.5%
Technical Services Librarian	2	.3%
Library Consultant	2	.3%
Maintenance Supervisor	2	.3%
Paraprofessional	2	.3%
Media Aide	2	.3%
Literacy Center Coordinator	1	.2%
Technology Coordinator	1	.2%
Collection Development Librarian	1	.2%
A-V Librarian	1	.2%
Bookmobile Librarian	1	.2%
Curator	1	.2%
Interlibrary Loan Librarian	1	.2%
Branch Librarian	1	.2%
Young Adult Librarian	1	.2%
Adult Services Librarian	1	.2%
Building Librarian	1	.2%
Library Instructional Aide	1	.2%
Elementary School Librarian	1	.2%
Total	588	100%

Question 4b: In what county is your job located?

Belknap	32
Carroll	40
Cheshire	47
Coos	19
Grafton	41
Hillsborough	120
Merrimack	75
Rockingham	133
Strafford	40
Sullivan	26

Question 5: How many years have you been employed in the library profession?

Years	Number of Responses	Percentage
1	33	5.8%
2	36	.6.4%
3	35	6.2%
4	33	5.8%
5	28	4.9%
6	20	3.5%
7	34	6.1%
8	37	6.6%
9	24	4.3%
10	34	6.1%
11	16	2.8%
12	18	3.2%
13	15	2.7%
14	15	2.7%
15	20	3.5%
16	6	1%
17	19	3.3%
18	15	2.7%
19	13	2.3%
20	24	4.3%
21	11	2%
22	10	1.8%
23	10	1.8%
24	7	1.2%
25	10	1.8%
26	9	1.6%
27	2	.4%
28	3	.5%
29	1	.2%
30	9	1.6%

31	1	.2%
32	3	.5%
33	0	
34	1	.2%
35	2	.4%
36	0	
37	1	.2%
38	0	
39	0	
40	1	.2%
41	2	.4%
42	2	.4%
43-59	0	
60	2	.4%
Total	562	100%

Question 6b: Do you have any type of certification from another state? (The following list represents states/bodies from which certification was received)

Connecticut
Indiana
Massachusetts
New Jersey
New York
Pennsylvania
Rhode Island
Vermont
Washington
England
Japan
Other: United States Department of Defense

Description of certification from other states/countries:
Librarianship
School Media Generalist/Specialist
Public Librarian
Library Techniques
Early Childhood Education
Elementary Education
Teacher
Children's Literature
Art Education
Computer Literacy

Question 8: Please list any other certificates and/or degrees you hold, and indicate the field.

ABA
CAD/CAM training
Ceramics instructor
Computer information
CNA/H/HHA
EMT
English
Firefighter
Gerontology
GROW
Infant massage instructor
Insurance broker
Library media
Massage therapist
Media generalist
Media supervisor
Medical assistant
Medical technology
Mechanical technician
MedLine
Nursing
Russian language
Social sciences
Sign language
S.O.L.V.E. instructor
Word processing

Question 10: Are you currently working toward a degree or certificate? If yes, in what field?

A.A.
Art
B.A.: Theatre Arts & Speech, Communication, Library administration, General Studies
Behavioral studies
Computer applications
Education
Educational Administration
Elementary education
Graphic arts
Guidance counselor
High school diploma
J.D.
Library technician
M.A.: American studies, English literature, education, TESOL
M.B.A.

M.L.S. degree
Media generalist
Network administration
Preschool education
Teaching certificate
Wildlife management

Question 14: Additional CE opportunities that should be made available.

Acquisitions
Age-level programming
Budgeting
CAD
Cataloging
Children's literature
Collection development
Copyright
Classification and cataloging
Computer networks
Computer troubleshooting
Desktop publishing
Disaster planning
Fiscal management
Fundraising
Genealogy
Grant writing
Internet
Legal issues
Library administration
Librart advocacy
Library automation
Literacy
Marketing
Media
Networking
New Hampshire Statewide Library Development System
Paraprofessional focus groups
Paraprofessional roles
Periodicals
Personnel administration
Preservation
Programming
Psychology
Public relations
Reference
Resource sharing
Serials management

School/Public library partnerships
Space planning
Special collections
Special education needs
Storytelling
Strategic planning
Technology
Telecommunications

Question 16b: Do you think there should be a formal certificate program for librarians in other types of libraries? If yes, please specify which field.

Academic librarianship
Paraprofessional
Reference librarianship
Research librarianship
Special librarianship (hospital, law, medical, museum, business, genealogical, etc.)
School librarianship

Additional comments from respondents:

- There should be formal certification (for librarians) to maintain the level of professionalism.
- Attendance at professional conferences (i.e., NELA) should be stressed.
- Getting an M.L.S. seems increasingly irrelevant.
- In-service training should be offered at work to help staff deal with the many changes that are happening now.
- Staff development is the key to good library service.
- Salary levels need to rise.
- The information revolution might necessitate greater cohesion among librarians of all types.
- The CLL classes have filled in many gaps, but I wish they counted for more than a certificate usable only in New Hampshire.
- Salary scale needs to meet the twentieth century!
- Librarians should get education credits for attending workshops or conferences, just as teachers do.
- Bring in the distance learning programs.
- Recognize those who have earned the LT certificate from CLL.
- A certificate or professional librarian's degree should be required for the director's position.
- We as a profession need to completely rethink continuing education in terms of the services public libraries should offer.
- Return on the financial investment for certificate or M.L.S. degree is too little.
- Course hours and costs for LT program should be more accessible.
- I am opposed to any sort of state licensing.
- How about getting experiential credit?
- Could use more CE for degreed librarians.
- Performance, energy, ideas are more important.

- It is important to have a librarian who is knowledgeable with the computer; who has the ability to obtain information requested by the [reader.]
- The library must act as a resource center.
- Bring back the bachelor's degree.
- Need locations that are closer to work or home; it's difficult to drive 100 miles to attend a course.
- Taking courses keeps you in touch with reality. You get support and reinforcement from fellow students and the courage to make changes in your own workplace. A well-trained instructor opens your mind.
- Cost, travel time, time commitments cause problems.
- Shouldn't experience count for something?
- Workshops can be as valuable as a credit course.
- Non-library organizations such as CONFER offer [useful] CE seminars.
- I like the fact that I can apply LT course credit toward attaining a college degree.
- Nobody likes the term paraprofessional. Why not create a program that awards/confers the title associate librarian.
- Addressing the processes to be used and standards to be set is a very important function of the state library association (NELA).
- There needs to be training for people who operate small town libraries.
- Job market waxes and wanes and so does certification.
- I think the current LT certificate program is good, but I don't believe it should be mandated.
- Continuing education is always important, but the cost for courses often exceeds the benefits for those working in a small library.
- This survey really does not apply to volunteers.
- We need more courses/workshops dealing with young adults.
- I have found the scheduling of LT courses frustrating.
- The cuts being made to public school monies threaten school libraries and librarians. I would like to see some public awareness campaign to help prevent these cuts.
- Let's have more graduate courses in New Hampshire--preferably in Concord or Plymouth. One week graduate courses in the summer would be a great way to update. Many graduate courses are now being offered with the one week format, but nothing in library science.
- I have 39 hours in library graduate courses from UHN, URI, and Plymouth State. Colleges would drop the library courses so I would go somewhere else. As the credits are from three colleges I can't get a master's degree. Library courses are so scarce--colleges need to get together.
- School librarians should hold a recent master's degree in library and information science.
- I had to take my certificate classes in Brattleboro, VT, from Castleton State College.
- I would love to get an M.L.S. but hesitate due to travel involved.
- All librarians should have some type of degree or certificate.
- I find I am able to locate courses/workshops for areas in which I am growing, although cost and time often keep me from attending.
- Anyone with a decent education and some computer skills can work in a library; the head librarian needs certification.
- The educational environment requires specific skills and knowledge involving curriculum, teaching styles/techniques, and learner styles and abilities. Therefore, the education of the librarian goes beyond information accessing and requires education courses.
- I'm not sure about formal programs because it might eliminate good people who might not have the proper qualifications.
- There are many people without professional training who function as librarians. Anything that gives

recognition to professional training and status would be a plus.

- I think public libraries should be encouraged to hire at least one person with an M.L.S.
- In the ever-changing world where information is not only a commodity but a key one, the dispensers of it must stay current or be passed by--libraries can be king or dead.
- I have made inquiries about a formal certification program and would be very interested in going further than the Library Techniques certificate that I now have.
- A formal certifcate in public, academic, and special libraries would assure that the field stays professional and positions would not be filled by non-degreed people.
- School librarians should have teaching degrees.
- I wish that the classes you offer for public or state librarians for certification would also be applicable to school library assistants.
- As we do not call all persons in a hospital "doctor," why call all persons in a library "librarians." We need credentials, certification, and recognition as professionals.
- School librarians need education training as well as library training. A bachelor's degree is OK as long as it includes education as a primary subject and library as secondary.

APPENDIX C
Trustee Survey

1. How long have you served as a trustee at this library?
total--3 months to 42 + years, 4-5 years average (most were elected; some were appointed)

2. Have you served as a trustee for another NH library?
Yes--8 No--270

3. Why did you decide to become a library trustee?
love, death, drafted

4. a. Has your experience been satisfying?
Yes--271 No--35

b. If yes, why?
Enabled expansion of services/space; enjoy other trustees/librarian; enjoy the challenge

c. If no, why not?
town officials; other trustees; librarian; lack of money

5. What strengths do you bring to your library's board? (Circle all that apply.)

administrative--169	legal expertise--12	teaching ability--85
financial--102	personnel skills--107	technology expertise--58

Other strengths:
ability to create consensus, bookkeeping, commitment, labor, landscaping, patience, planning/organizational experience, political skills, public relations experience, time, vision

6. a. Do you/have you served on other non-library boards?
Yes--179 No--100

b. If yes, which and when?
wide variety of municipal and nonprofit boards

7. a. Do you belong to:

the NH Library Trustees Association?	Yes--221	No--44
the New Hampshire Library Association?	Yes--88	No--110
any other library-related organization(s)?	Yes--23	No--118

b. If no, what impedes your membership (particularly in the NHLTA)?
time, money

8. a. Do you own or have access to the NHLTA Guidebook?
Yes--224 No--39
(If no, please call 272-2425)

b. If yes, have you read it?
Yes—99 No--35

9. a. Did you receive any orientation as a new trustee?
Yes—152 No--127

b. If yes, did you think it was sufficient?
Yes—95 No-154

10. How often do you attend library-related workshops/conferences? (circle one)
3+ times a year--16 twice a year--30 once a year--62 sometimes--77
not at all--93

11. How often do you do library-related reading (*Library Journal*, newsletters, etc.)? (circle one)
weekly--46 monthly--198 never--22

12. a. Does your library reimburse you for participating in related workshops and conferences?
Yes--114 No--135

b. If no, why not?
not budgeted

13. Please circle whatever impedes your continuing education as a library trustee.
lack of time--132 time of day offered--65 location--86 expense--43
lack of interest--16 other (specify)--burnout, "lack of perceived need," unaware of educational programming

14. Please circle the topic(s) you'd like to learn more about, and add suggestions.
budget/financial management--78 Internet grant opportunities--0
building programs--103 library law--72
censorship--64 literacy--57
children's & young adult services--65 materials selection policies--63
civil liberties & library services--37 personnel management--56
disaster planning--13 technology--77
homeless populations--0 trustee roles & responsibilities--129
other--advocacy, long-term and annual planning strategies, public relations, adult programs, security systems, running effective meetings

15. a. If trustee training videos were available, would you use them?
Yes--223 No--40

b. Would you take trustee workshops via ITV (Interactive TV)?*
Yes--108 No--106
*currently available at Plymouth, Durham, Manchester, Keene

16. Please circle the highest academic degree you have achieved.

GED--3	Associate's--22	Master's-- 78
High School--52	Bachelor's--99	Ph.D.--7
Other--LLB, JD, DDS		

17. What is/was your occupation?
runs the gamut, including teachers and librarians

Thank you for your cooperation. Please return this survey by October 1, 1995 to:
Kendall F. Wiggin, State Librarian, New Hampshire State Library
20 Park Street, Concord, NH 03301-6314

APPENDIX D
Educational Opportunities

Graduate Schools of Library and Information Science:
McGill University
Salem State College
Simmons College
Southern Connecticut State University
State University of New York at Albany
Syracuse University
Universite de Montreal
University of Rhode Island
University of Toronto
University of Western Ontario

Other:
Miami University, Oxford, OH
- Management Development Program for Library Administrators
- Advanced Management Program for Library Administrators

Distance Learning--Master's Level
Emporia State University
Texas Women's University
University of Arizona
University of South Carolina
University of Texas at El Paso

Educational opportunities in New Hampshire:
College for Lifelong Learning
Library Techniques Certificate Program
Professional Development seminars, workshops, and courses
University of New Hampshire
Professional Development seminars, workshops, and courses
Cooperative Extension
New Hampshire Technical College
New Hampshire State Library
- Seminars, workshops, training sessions

New Hampshire Library Association
- Section workshops
- State conferences
- Continuing Education Committee Programs

New Hampshire Trustee Association
- Regional workshops
- State conferences

New Hampshire Educational Media Association
- State conferences
- Leadership conference
- Institutes

New Hampshire Library Cooperatives
- Monthly programs

New Hampshire Municipal Association
- State conferences and workshops

Other:

American Library Association/Divisions
- Preconferences, national conferences
- Institutes/workshops
- Teleseminars

New England Library Association
- Section workshops
- Regional conference

Continuing Education in Fundraising (CONFER)

NELINET

Individual classes offered via the Internet

APPENDIX E
Portfolio Documentation

Attendee Name: _____ Library/Affiliation: _____

_____ Conference	_____College course	_____Teaching
_____ Workshop	_____ Distance Learning	_____Publication of article
_____ Meeting	_____ Video course	_____Other:

Event Name: _____
Event Location and Sponsor: _____
Presenter/Lecturer: _____ Date of Event: _____

Total Hours Attended (Contact hours): _____
A twelve-week three-credit college course equals 36 contact hours. For other categories above (except Publication), include only time spent in class. Travel time, lunch time, Coop or association business meetings, etc. should be excluded. Questions regarding time tallies, including research time and publication time, should be addressed to the CE Certification Board.

_____
Signature of Presenter/Lecturer Date

Describe, briefly, the content of this event and its value to you. Add this to your Continuing Education file for future reference. Staple any supplemental materials (max. 2 pages) to this sheet if you wish. Also list this event on your Summary Sheet (first page of portfolio)

_____
If this educational event is unique, unusual, or has no clear precedent, a copy of this CE Report must be submitted to the Certification Board within 30 days for approval.

_____
Certification Board use only

_____Not approved Date: _____ Name/Initials: _____
_____Approved for _____ contact hours

Continuing Education Report Summary for: _____ Page: _____
Library/Affiliation: _____

Location of Event Title and Subject Presenter:

APPENDIX F
State and Regional Associations

New Hampshire Library Association
P.O. Box 2332
Concord, N.H. 03302-2332
Official publication: *NHLA News*
Betsy Noble, editor
NHLA
P.O. Box 2332
Concord, NH 03302-2332
published bimonthly

New Hampshire Libraries Trustee Association
P.O. Box 1251
Concord, N.H. 03302-1251
Official publication: *The New Hampshire Library Trustee*
Connie Stone, editor
12 Nottingham Road
Deerfield, N.H. 03037
Jes5152@aol.com
published quarterly

New Hampshire Educational Media Association
P.O. Box 418
Concord, N.H. 03302-0418
Official Publication: *Online*
Nancy Keane, editor
P.O. Box 418
Concord, N.H. 03302-0418
published five times during the school year

New England Library Association
Countryside Offices
707 Turnpike St.
North Andover, MA 01845
(508) 685-5966
Official publication: *New England Libraries*
Debra Covell, editor
14 Heidi Lane
Nashua, N.H. 03062
sdcovell@empire.net
published bimonthly

New Hampshire Municipal Association
25 Triangle Park Dr
P O Box 617
Concord, N.H. 03302-0617
(603) 224-7447
Official publication *N.H. Town and City*
P O Box 617
Concord, N H 03302-0617
published 10 times per year

Appendix G
Young Adults Deserve the Best--Competencies for Librarians Serving Youth

The Young Adult Library Services Association (YALSA), a division of the American Library Association (ALA), has developed a set of competencies for librarians serving young adults. Individuals who demonstrate the knowledge and skills required by the competencies will be able to provide quality service to teenagers during this next crucial decade.

Although these competencies were originally developed in 1981 to guide library educators who were involved in training librarians at the pre-service level, they have been found to be useful in a variety of other ways. Directors and trainers use them as a basis for staff development opportunities. They can also be used by school administrators and human resources directors to create evaluation instruments, determine staffing needs, and develop job descriptions.

The audiences for the competencies

- Library Educators
- Graduate Students
- Young Adult Specialists
- School Library Media Specialists
- Generalists in Public Libraries
- School Administrators
- Library Directors
- State and Regional Library Directors
- Human Resources Directors

Area I - Leadership and Professionalism

The librarian will be able to:

1. Develop and demonstrate leadership skills in articulating a program of excellence for young adults.
2. Exhibit planning and evaluating skills in the development of a comprehensive program for young adults.
3. Develop and demonstrate a commitment to professionalism.
   a. Adhere to the American Library Association Code of Ethics.
   b. Demonstrate a non-judgmental attitude toward young adults.
   c. Preserve confidentiality in interactions with young adults.
4. Plan for personal and professional growth and career development through active participation in professional associations and continuing education.
5. Develop and demonstrate a strong commitment to the right of young adults to have physical and intellectual access to information that is consistent with the American Library Association's Library Bill of Rights.
6. Demonstrate an understanding of and a respect for diversity in cultural and ethnic values.
7. Encourage young adults to become lifelong library users by helping them to discover what libraries have to offer and how to use libraries.

Area II - Knowledge of Client Group

The librarian will be able to:

1. Apply factual and interpretative information on adolescent psychology, growth and development, sociology, and popular culture in planning for materials, services and programs for young adults.
2. Apply knowledge of the reading process and of types of reading problems in the development of collections and programs for young adults.
3. Identify the special needs of discrete groups of young adults and design and implement programs and build collections appropriate to their needs.

Area III - Communication

The librarian will be able to:

1. Demonstrate effective interpersonal relations with young adults, administrators, other professionals who work with young adults, and the community at large by:
   a. Using principles of group dynamics and group process.
   b. Establishing regular channels of communication (both written and oral) with each group.
2. Apply principles of effective communication which reinforce positive behaviors in young adults.

Area IV - Administration

A. PLANNING

The librarian will be able to:

1. Develop a strategic plan for library service to young adults.
   a. Formulate goals, objectives, and methods of evaluation for a young adult program based on determined needs.
   b. Design and conduct a community analysis and needs assessment.
   c. Apply research findings for the development and improvement of the young adult program.
   d. Design, conduct, and evaluate local action research for program improvement.
2. Design, implement, and evaluate an ongoing public relations and report program directed toward young adults, administrators, boards, staff, other agencies serving young adults, and the community at large.
3. Identify and cooperate with other information agencies in networking arrangements to expand access to information for young adults.
4. Develop, justify, administer, and evaluate a budget for the young adult program.
5. Develop physical facilities which contribute to the achievement of young adult program goals.

B. MANAGING

The librarian will be able to:

1. Supervise and evaluate other staff members who work with young adults.
2. Design, implement and evaluate an ongoing program of professional development.
3. Develop policies and procedures for the efficient operation of all technical functions, including acquisition, processing, circulation, collection maintenance, equipment supervision, and scheduling of young adult programs.
4. Identify external sources of funding and other support and apply for those suitable for the young adult program.
5. Monitor legislation and judicial decisions pertinent to young adults, especially those that affect youth rights, and disseminate this information.

Area V - Knowledge of Materials

The librarian will be able to:

1. Formulate collection development and selection policies for young adult materials, consistent with the parent institutions' policies.
2. Using a broad range of selection sources, develop a collection of materials for young adults that includes all appropriate formats.
3. Demonstrate a knowledge and appreciation of literature for young adults.
4. Identify current reading, viewing, and listening interests of young adults and incorporate these findings into collection development and programs.
5. Design and locally produce materials in a variety of formats to expand the collections.
6. Incorporate new and improved technology (e.g., computers and software, digitized information, video, the Internet and the World Wide Web) into young adult collections and programs.
7. Maintain awareness of ongoing technological advances and a minimum level of expertise with electronic resources.

Area VI - Access to Information

The librarian will be able to:

1. Organize collections to guarantee easy and equitable access to information for young adults.
2. Use current standard methods of cataloging and classification, as well as incorporate the newest means of electronic access to information.
3. Create an environment which attracts and invites young adults to use the collection.
4. Develop special tools which provide access to information not readily available, (e.g., community resources, special collections, and links to appropriate and useful websites).
5. Create and disseminate promotional materials that will ease access to collections and

motivate their use.

Area VII - Services

The librarian will be able to:

1. Utilize a variety of techniques (e.g., booktalking, discussion groups) to encourage use of materials.
2. Provide a variety of information services (e.g., career information, homework help, web sites) to meet the diverse needs of young adults.
3. Instruct young adults in the basic information gathering and research skills. These should include the skills necessary to use and evaluate electronic information sources, and to insure current and future information literacy.
4. Encourage young adults in the use of all types of materials for their personal growth and enjoyment.
5. Design, implement, and evaluate specific programs and activities (both in the library and in the community) for young adults, based on their needs and interests.
6. Involve young adults in planning and implementing services and programs for their age group.

Approved by the Young Adult Library Services Association Board of Directors, June, 1981.
Revised January, 1998.

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APPENDIX H

Competencies for Librarians Serving Children in Public Libraries, Revised Edition. Association for Library Service to Children, a division of the American Library Association

Effective library service for children entails a broad range of experience and professional skills. The librarian serving children is first of all fully knowledgeable in the theories, practices, and emerging trends of librarianship but must also have specialized knowledge of the particular needs of child library users.

In developing both the original and this revised document, the committees preparing the Competencies looked at numerous sets of standards for children's services from state agencies, professional associations, and individual libraries and systems. These competencies are broadly categorized into the following areas: knowledge of the client group, administrative and managerial skills; communications skills; materials and collection development; programming skills; advocacy; public relations and networking; and professionalism and professional development.

Although the Competencies seek to define the role of the librarian serving children, they will apply in varying degrees according to the professional responsibilities of each individual job situation. The assignment of responsibilities for planning, managing and delivering library services to children will vary in relation to the size and staffing pattern of the local public library. It is recognized that not all children's librarians in all positions will be involved in all of these activities, nor will they need all of these skills. Some libraries will have only one librarian responsible for providing all service to children, others will have more than one professional children's librarian sharing those responsibilities. In larger libraries with multiple outlets, there may be a coordinator or manager of children's services who oversees the planning, training, design, and delivery of service by a number of building level service providers. Because the variety of situations and responsibilities differ so widely, these Competencies seek to be all-inclusive rather than to categorize minimum levels of activities and skills needed to serve children in the public library.

The philosophical underpinning for children's services in all public libraries is that children are entitled to full access to the full range of library materials and services available to any other library customer. Other documents that affirm this service philosophy include the American Library Association's (ALA) Library Bill of Rights, the Freedom to Read, and Freedom to View statements of ALA.

It is the policy of this organization that a master's degree from a library/information program from an ALA-accredited graduate school is the appropriate professional degree for the librarian serving children in the public library.

The following Competencies make it clear that the children's librarian must do more than simply provide age-appropriate service. Children's librarians must also be advocates for their clientele both within the library and in the larger society, and they must also demonstrate the full range of professional and managerial skills demanded of any other librarians.

Each edition of the Competencies has been arranged in a systematic manner beginning with

knowledge of the community and client group. This gives a solid foundation for planning and managing. Communication is always a vital skill to articulate goals and objectives. Collection development provides the resources for services and programs, and finally, the future of service to children depends on advocacy and professional development. As society changes, so does the public library, and so must the public librarian. Professional growth and development is a career-long process.

It is recommended that libraries developing their own competencies or standards for service to children use this document in conjunction with relevant state standards or guidelines.

Knowledge of Client Group

- Understands theories of infant, child, and adolescent learning and development and their implications for library service.
- Recognizes the effects of societal developments on the needs of children.
- Assesses the community regularly and systematically to identify community needs, tastes, and resources.
- Identifies clients with special needs as a basis for designing and implementing services, following the Americans with Disabilities Act (ADA) guidelines where appropriate.
- Recognizes the needs of an ethnically diverse community.
- Understands and responds to the needs of parents, care givers, and other adults who use the resources of the children's department.
- Creates an environment in the children's area which provides for enjoyable and convenient use of library resources.
- Maintains regular communication with other agencies, institutions, and organizations serving children in the community.

Administrative and Management Skills

- Participates in all aspects of the library's planning process to represent and support children's services.
- Sets long- and short-range goals, objectives, and priorities.
- Analyzes the costs of library services to children in order to develop, justify, administer/manage, and evaluate a budget.
- Writes job descriptions, and interviews, trains, encourages continuing education, and evaluates staff who work with children, consulting with other library administrators as indicated in library personnel policy.
- Demonstrates problem-solving, decision making, and mediation techniques.
- Delegates responsibility appropriately and supervises staff constructively.
- Documents and evaluates services.
- Identifies outside sources of funding and writes effective grant applications.
- Applies appropriate tools to implement and facilitate management functions.

Communication Skills

- Defines and communicates the needs of children so that administrators, other library staff, and members of the larger community understand the basis for children's services.
- Demonstrates interpersonal skills in meeting with children, parents, staff, and community.
- Adjusts to the varying demands of writing planning documents, procedures, guidelines, press releases, memoranda, reports, grant applications, annotations, and reviews in all formats.
- Speaks effectively when addressing individuals as well as small and large groups.
- Applies active listening skills.
- Conducts productive formal and informal reference interviews.
- Communicates constructively with "problem patrons."

Materials and Collection Development

Knowledge of Materials

- Demonstrates a knowledge and appreciation of children's literature, periodicals, audiovisual materials, electronic media, and other materials that constitute a diverse, current, and relevant children's collection.
- Keeps abreast of new materials and those for retrospective purchase by consulting a wide variety of reviewing sources and publishers' catalogs, including those of small presses; by attending professional meetings; and by reading, viewing, and listening.
- Is aware of adult reference materials and other library resources which may serve the needs of children and their caregivers.

Ability to Select Appropriate Materials and Develop a Children's Collection

- Evaluates and recommends collection development, selection, and weeding policies for children's materials consistent with the mission and policies of the parent library and the ALA Library Bill of Rights, and applies these policies in acquiring and weeding materials for or management of the children's collection.
- Acquires materials that reflect the ethnic diversity of the community as well as the need of children to become familiar with other ethnic groups and cultures.
- Understands and applies criteria for evaluating the content and artistic merit of children's materials in all genres and formats.
- Keeps abreast of current issues in children's materials collections and formulates a professional philosophy with regard to these issues.
- Demonstrates a knowledge of technical services and cataloging procedures and practices relating to children's materials.

Ability to Provide Patrons with Appropriate Materials and Information

- Connects children to the wealth of library resources, enabling them to use libraries effectively.
- Matches patrons with materials appropriate to their interest and abilities.
- Provides help where needed, respects children's rights to browse, and answers questions

regardless of their nature or purpose.

- Assists and instructs children in information gathering and research skills as appropriate.
- Understands and applies search strategies to give children full and equitable access to information from the widest possible range of sources, such as children's and adult reference works, indexes, catalogs, electronic resources, information and referral files, and interlibrary loan networks.
- Compiles and maintains information about community resources so that children and adults working with children can be referred to appropriate sources of assistance.
- Works with library technical services to guarantee that the children's collection is organized and accessed for the easiest possible use.
- Creates bibliographies, booktalks, displays, electronic documents, and other special tools to increase access to library resources and motivate their use.

Programming Skills

- Designs, promotes, executes, and evaluates programs for children of all ages, based on their developmental needs and interests and the goals of the library.
- Presents a variety of programs or brings in skilled resource people to present these programs, including storytelling, booktalking, books discussions, and puppet programs, and other appropriate activities.
- Provides outreach programs commensurate with community needs and library goals and objectives.
- Establishes programs and services for parents, individuals and agencies providing child care, and other professionals in the community who work with children.

Advocacy, Public Relations, and Networking Skills

- Promotes an awareness of and support for meeting children's library and information needs through all media.
- Considers the opinions and requests of children in the development and evaluation of library services.
- Ensures that children have full access to library materials, resources, and services as prescribed by the Library Bill of Rights.
- Acts as liaison with other agencies in the community serving children, including other libraries and library systems.
- Develops cooperative programs between the public library, schools, and other community agencies.
- Extends library services to children and groups of children presently underserved.
- Utilizes effective public relations techniques and media to publicize library activities.
- Understands state, county, and local government administration and pertinent legal statutes, policies, and procedures applying to children.
- Understands library governance, the political process, and lobbies on behalf of children's services.

Professionalism and Professional Development

- Acknowledges the legacy of children's librarianship, its place in the context of librarianship as a whole, and past contributions to the profession.
- Keeps abreast of current trends and emerging technologies, issues, and research in librarianship, child development, and education.
- Practices self-evaluation.
- Conveys a nonjudgmental attitude toward patrons and their requests. Demonstrates an understanding of and respect for diversity in cultural and ethnic values.
- Knows and practices the American Library Association's Code of Ethics.
- Preserves confidentiality in interchanges with patrons.
- Works with library educators to meet needs of library school students, and promote professional association scholarships.
- Participates in professional organizations to strengthen skills, interact with fellow professionals, and contribute to the profession.
- Understands that professional development and continuing education are activities to be pursued throughout one's career.

APPENDIX I
Resources Consulted

Competency

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